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ABSTRACT

This publication contains resources and suggestions to help K-12 teachers and students establish a Heritage Club and become involved with activities of the Oklahoma Historical Society (O.H.S.). The resources can easily be used or adapted for use by educators in other states. The publication begins by describing the divisions of the O.H.S. which is dedicated to the preservation and presentation of Oklahoma history for the public. Steps for organizing a student chapter of the O.H.S. are then outlined. Suggested club and community activities are included. For example, students make a slide collection of club activities, provide a program on local history over the local radio or TV station, or take field trips to historic sites in their community. A sample constitution and suggestions for chapter names are provided. The publication describes many different kinds of activities in which the student chapter can become involved. For example, by becoming involved in oral history projects and taping interviews students can make a contribution to the history of Oklahoma. A pre-interview questionnaire and suggestions for conducting an interview are included. Another suggested activity is a preservation project. One way to preserve our past is through a survey of our historical resources. Students do an historical analysis of the forces that have shaped their community and select sites that should be preserved. A Building-Structure Inventory Form and questions for consideration by researchers are provided. Other activities discussed include mini museums, model building, and genealogy. The publication concludes with a listing of O.H.S. resources. (Author/RM)

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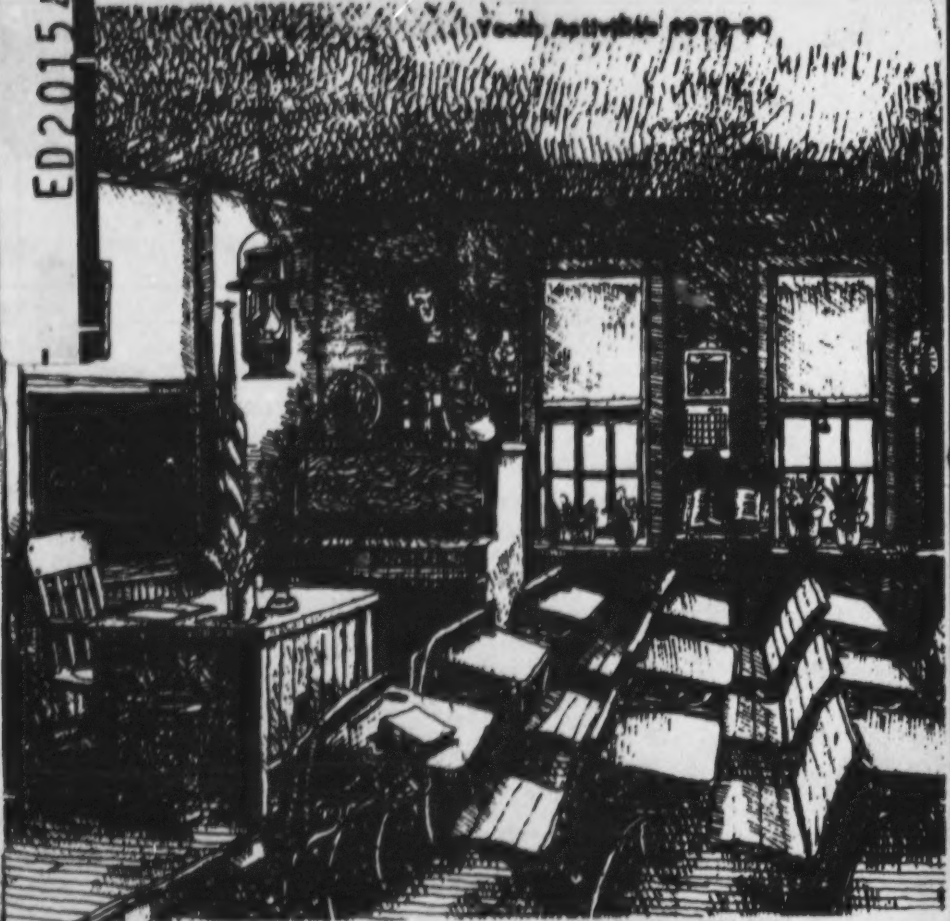
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OKLAHOMA HERITAGE Handbook

Youth Activities 1979-80



Bruce E. Joseph

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OKLAHOMA HISTORICAL SOCIETY

Historical Bldg. Oklahoma City, Oklahoma 73105 Tele. (405) 521-2491

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STUDENT HISTORIAN ORGANIZATION

Oklahoma Historical Society
Historical Building
Oklahoma City, Oklahoma 73105

Included in this packet are materials which the Education Department of the Oklahoma Historical Society believes will be helpful in establishing a Heritage Club and becoming involved in Heritage related activities.

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WHY HAVE A STUDENT HISTORIAN MOVEMENT?

THE PAST IS PROLOGUE

We are the product of our past, the accumulation of everything and everyone that has gone before. We cannot, therefore, understand ourselves until we begin to understand our past. With a knowledge of the past we can seek to be involved in the present in order to provide a future.

Pride in our heritage based on wisdom and understanding is an enduring quality. It may result in a new fashioned patriotism.

For a school to sponsor an interest in the local past weaves a closer bond between a school and its community.

The students receive basic training in the fundamentals of research and self-expression and in the basic economic patterns as well as in local history and parliamentary procedure.

Young historians will be offered an outlet for their work through statewide recognition programs, as well as a chance to compare their activities with those of similar students in other schools throughout the state.

The student historian movement offers a vehicle for some of the courses correlating history, economics, literature and citizenship.

The student historian chapter provides a voice which will be heard by the media (local newspapers, radio stations and television channels).

If your school wants to explore the possibility of installing a student historian chapter, we stand ready to advise on both the advantages and pitfalls.

Just write as follows:

Education Department
Oklahoma Historical Society
Historical Building
Oklahoma City, Oklahoma 73105

INTRODUCTION TO O.H.S.

The Oklahoma Historical Society had its beginning in 1893, at a meeting of the Oklahoma Territorial Press Association in Kingfisher, where newspapermen saw the need for preserving the history of the area. They set up plans for recording events that were taking place in the region later to become the State of Oklahoma.

That date, 1893, is at the center of the O.H.S. seal. In 1895 William C. Renfrow, Governor of Oklahoma Territory, signed an act making the Oklahoma Historical Society a territorial institution. The headquarters of the Society are located in Oklahoma City, directly south and east of the Capitol building.

From 1902 until 1930 the Oklahoma Historical Society's holdings were housed at the University of Oklahoma in Norman, in the Carnegie Library of Oklahoma City and at the Capitol Building. In 1930 the present Society's building was dedicated, and the Society had a permanent home.

The Oklahoma Historical Society is dedicated to the preservation and presentation of Oklahoma history for the public. This task is accomplished through the nine divisions: Museums, Archives, Newspaper Library, Administration, Education, Historic Sites, Preservation and Publications.

The ARCHIVES, located on the lower level, contains more than three and a half million papers, letters, books, and manuscripts of the Five Civilized Tribes and other Indians found in Oklahoma. In addition, there are several private collections of important historical papers.

The MICROFILMING LABORATORY, also housed on the lower level, is where state newspapers are recorded on film for the NEWSPAPER LIBRARY, directly above it on the first floor. The Newspaper Library contains copies of almost every newspaper published in Oklahoma.

The OIL MUSEUM, just east of the Museum, was begun in 1960 with a donation of over one quarter of a million dollars worth of oil field equipment by the oil industry. Two types of drilling rigs are on display - the cable tool process and the rotary rig. The 137 foot derrick sits

over an old well that comes out under the house across the street.

On the lower level there is a Diorama of early Oklahoma City, a stagecoach, and the Society's auditorium.

The MAIN LIBRARY, on the first floor, has in excess of 35,000 volumes of history, with emphasis on Oklahoma history and history of the southwest. The D.A.R. Genealogical Library is maintained in conjunction with the Society's library. Several collections of private papers are available to researchers in addition to extensive microfilm and vertical files of selected materials on Oklahoma topics. A picture file of Oklahoma history is also maintained.

Also on the first floor is the EDUCATION DIVISION created to promote and coordinate the efforts of Oklahoma history teaching in the state, and to encourage young people to better know and understand the heritage. Special in-house and outreach programs and materials have been developed. The Heritage Club is a state-wide organization of student members of the Society. Public programs and volunteer activities are arranged by this office.

The PUBLICATION DIVISION, on the second floor, is the office of the Chronicles of Oklahoma, chief publication of the Society.

HISTORIC SITES is located on the second floor. Their program is designed to acquire, restore, preserve, interpret and maintain historical points throughout the state for the public. The Sites Division also erects markers and signs designating areas of historical importance around the state. There are approximately 19 historic sites and 200 historic markers maintained by the division.

HISTORIC PRESERVATION DIVISION, on the second floor, established in November 1975, is concerned with the preservation of historical, archeological, architectural and cultural resources in Oklahoma. It is responsible for administration of federal funding for projects such as Forts Washita and Towson, and the Frank Phillips home. Historical research is an important function of the division. A listing of significant sites in Oklahoma, including those on the National Register of Historic Places, is maintained by the Historic Preservations Division.

The main MUSEUM, located on the third floor, occupies four large galleries. The Museum, arranged chronologically, traces this area known as Oklahoma from millions of years ago up to the present. The Indian collection is one of the finest in the country. Other exhibits of special interest are the display of prehistoric articles from the Spiro Mounds in eastern Oklahoma, and materials from the site of the old trading post, Ferdinandina, built in the late 18th century, the earliest non-Indian settlement known of in the state.

The South Gallery contains musical instruments, bead and quill work, and a tipi of the Plains Indians. The West Gallery houses exhibits pertaining to the Trail of Tears and Oklahoma's part in the Civil War. The D.A.R. maintains a Colonial Parlor at the north end of this gallery. The North Pioneer Gallery houses land opening exhibits, a Turnbull wagon used in two runs, and numerous early-day tools and household utensils. A one-room school and an early doctor's office lead into the newly opened East Gallery, Oklahoma 1907-1957. An old car, early oil drilling equipment, dustbowl and tornado exhibits are included in this gallery.

The Confederate and Union Memorial rooms, relics from the Battleship U.S.S. Oklahoma, an Oklahomans in-Space-Exhibit, and a Wiley Post Gallery are on the second floor, as are the Administrative offices.

The first step is to form within the school an Oklahoma History Club for the purpose of studying the history and the traditions of Oklahoma, with emphasis upon the community's past. A club membership of at least five students is the first requirement in the formation of a local chapter.

To be eligible for a student historian chapter the Chronicles of Oklahoma must be available in the school library. The Chronicles are furnished to school libraries at no cost - (individual subscription for \$5.00 a year, which includes membership in the Oklahoma Historical Society, and includes "Mistletoe Leaves", the Society's newsletter.)

The group must have a sponsor, and it is suggested that it also have a co-sponsor.

The sponsor should be a teacher, and membership in the Oklahoma Historical Society is recommended.

The co-sponsor should be a person not usually a regularly employed teacher who resides in the community. Ideally, the co-sponsor would have particular interest in the history of the local community. The co-sponsor serves as a tie between the school and the community, and between the chapter and the adult organizations.

The club should have student officers, such as a president, vice-president, secretary, reporter, and other officers as the club may desire.

When these qualifications have been met, the club should send its application and a charter fee of \$2.00 to the Oklahoma Historical Society. Upon receipt of the application, this office will issue a charter to the school and individual cards to the members. All chapters will be incorporated into the state organization.

Membership in the Oklahoma Historical Society is open to all interested individuals concerned with the preservation and perpetuation of the history of the state and region. Four types of memberships are available: individual, business and corporate memberships with annual dues of \$5, \$25 and \$100 respectively; or a life membership of \$100. All members receive a subscription to The Chronicles of Oklahoma, a quarterly journal published by the Oklahoma Historical Society, and the Society's newsletter, "Mistletoe Leaves".

All dues and correspondence should be sent to Oklahoma Historical Society, Education Division, Historical Building, Oklahoma City, Oklahoma 73105.

SUGGESTED PROJECTS AND ACTIVITIESCLUB ACTIVITIES

1. Research articles for publication and competition.
2. Unpublished articles might be incorporated into notebooks for Oklahoma file in the library (the city library might want to keep a file).
3. Club scrapbook. Keep up-to-date clippings on club activities.
4. Make slide collection of club activities.
5. Club directory giving member's names, addresses and telephone numbers.
6. Keep the school showcase or bulletin board full of pictures of club affairs.
7. Collect and publish old recipes.
8. Repair and refinish old articles.
9. Collect old books and artifacts.
10. Collect news for local history record files.
11. Interview older citizens in the community (tape record and edit interview).
12. Have assembly programs on local history.
13. Photographic essay on local landmarks and historic sites.
14. Paint murals of local happenings and important events in state history (good ones could be displayed in schools or exhibited in local store windows).
15. Make a collection of folklore, folk songs, etc.
16. Individual members may want to compile their own family tree.
17. Review books on local or state history.
18. Find out all you can about elections in your city and county.
19. Get school permission to conduct all-school political elections (mock elections).
20. Program on local history over local radio or TV station.
21. Research and write history of your school (interview graduates, former teachers, local elders, etc.).
22. Develop a mini-museum in your school or public library.
23. Work on cooperative projects with local historical societies.
24. Develop and offer historic tours of your area.

SUGGESTED PROJECTS AND ACTIVITIES

COMMUNITY ACTIVITIES

1. Have a club corner in the local newspaper. Run a series of local history articles. Emphasis should be placed on local history.
2. Community history pamphlets - - street names, industry, agriculture, churches, businesses, government, trails, early federal roads, newspapers, schools, homes, PTA, scouts, organizations, communication, service organizations, cemeteries, creek names and settlement names.
3. Search attics, basements and barns. Take pictures of local houses, stores, churches, etc. Photograph and write up residences and business firms of interest.
4. Take field trips to historic sites and know historic markers in your area.
5. Give local history programs for the senior citizens, PTA groups, local civic and social clubs.
6. Start an oral/pictorial/history program of your area.
7. Offer your services to local celebrations.

ORAL HISTORY

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Oral history is an opportunity to make a contribution through your personal experiences to the history of Oklahoma. It is a taped interview, conducted similar to a news reporter's probing facts and information to obtain a true account of what happened.

Emphasizing Oklahoma history and heritage, the tapes provide the "raw material" for future research by historians.

The tapes are recorded in topic form so that the listener can make chronological sense of the time of history, place and people. The person being interviewed should be prepared to recall incidents and personal experiences that are of value to the preservation of history.

Both the interviewer and the person being interviewed should prepare themselves prior to the actual taping.

The interviewer will ask you to prepare by doing the following:

1. Recall in your mind the areas and incidents of Oklahoma history you have witnessed or have been involved in. If your memory does not serve you well, it would be worthwhile to jot down a few key words to remind you of events, dates or years.
2. However, most important is to be spontaneous. Don't write everything down in such detail that you read instead of tell. Editing will always take care of mistakes you may make.
3. Recall to mind the amusing, dramatic or sad incidents surrounding an event. These incidents, especially if observed or experienced by yourself, will add much color to the oral history we are gathering.
4. Fill out the questionnaire, which is provided you in advance of your interview. This questionnaire will be filed with the permanent index of your voice recording. In addition, the questionnaire will help your interviewer select questions. You should fill the form out as completely as possible. Do not hesitate to suggest subjects you feel have worthwhile historical information to contribute.

FOR A SUCCESSFUL INTERVIEW

1. Don't write out what you intend to say, nor make an outline so detailed that the interview cannot move freely.
2. Don't outline or plan to recite history books. We are interested in your interpretation of historical events, whether it supports or negates recorded history.

OTHER POINTERS:

1. Elaborate on your answers to the questions posed by the interviewer. Don't hesitate to insert an afterthought. Return to events already discussed if you have more thoughts on it. Simply reintroduce the subject before your additional comments.
2. Do not feel nervous about the extemporaneous interview. If you make a mistake in construction or grammar you may repeat it. If you make a mistake in error in fact you may backtrack and correct it also. If you are uncertain about the accuracy of anything you say, state the uncertainty and suggest the fact be checked. You can also have anything you say completely deleted from the tape by telling the interviewer.

1

1

(interviewee's signature)

CONDUCTING AN INTERVIEW

11

1. Decide what you want to find out and why.
2. Find out all you can beforehand, from secondary sources (by reading) and from visiting sites.
3. Decide what person might have information.
4. Find out whether the person is willing to be interviewed and whether you may write, tape, print what he says. (Release forms will be provided and should be carefully explained and signed by those interviewed.)
5. Set up your meeting date at least a week ahead of time.
6. Try to have the interview at a time when the person isn't expecting calls or visitors.
7. Set a time limit beforehand - 45 minutes to an hour.
8. Don't take a lot of other people with you. Go alone or with only one other person.
9. Don't ask questions about material already printed in a book. You are after unpublished history, that which is in another person's head.
10. Make a list of questions you might ask - one list for you and one for the person to be interviewed. Send the person to be interviewed a copy of the questions and a brief description of your whole project prior to the interview.
11. BE ON TIME for the interview.
12. DO NOT ASK TOO MANY QUESTIONS
13. During the interview, wait until your question has been answered before asking another. DO NOT INTERRUPT. If you take notes, be brief and do not distract your subject. Write notes out completely after the interview.
14. The report of the interview should contain the questions as well as the answers. Be sure to include:

NAME of person interviewed _____ Age _____
TELE. _____ YOUR NAME _____ DATE _____
TIME _____ PLACE _____ Fill out donor form

15. Any artifacts (documents, papers, photographs) given to the Oklahoma Historical Society should be accompanied with a signed Donor Form. The following information should be recorded whenever possible:

ARTIFACT _____ What is it? _____
Why is it important? _____
Who used it? _____ (Genealogy) Dates _____
When was it made? _____
When was it used? _____

16. All donations to the Historical Society are permanent. Only in rare instances will arrangements be made to "borrow" articles...pictures for duplication purposes might be an exception.

DATE _____

GIFT TO THE OKLAHOMA HISTORICAL SOCIETY

NAME OF DONOR _____

ADDRESS _____

I hereby give, grant and convey the following described tape recording to the Oklahoma Historical Society. It is hereby acknowledged that the Oklahoma Historical Society has permission to make copies of said tape, transcribe said tape and release any part thereof for research and/or publication.

INTERVIEWER _____

DATE OF INTERVIEW _____

TIME OF INTERVIEW _____

PLACE OF INTERVIEW _____

INTERVIEWEE _____

AGE OF INTERVIEWEE _____

ADDRESS _____

GENERAL TOPICS DISCUSSED IN INTERVIEW _____

Received by: _____

Donor's Signature: _____

Museum, according to the American Association of Museums, is an organized and permanent non-profit institution essentially educational or aesthetic in purpose, with professional staff. The organization owns and utilizes tangible objects, cares for them and exhibits them to the public on a regular schedule.

Mini-museums are unlike a professional museum in that they do not have a professional staff and do not necessarily own tangible objects. However, like the professional museum, the mini-museum does try to disseminate information through the use of artifacts, documents, tapes, films, pamphlets, photographs and maps.

Your mini-museum should have one main theme. Narrow your topic by some means i.e., a date, an idea or a program. Introduce the theme and develop what you have to say about it by using all facilities available. You may use articles, tapes, role playing drama, music or other medium(s) to present your museum theme.

A. Locations for mini-museum

1. Corner of school room
2. Table top
3. Bookcase
4. Bulletin board
5. Local store window

B. Objects for the mini-museum - - interesting or unusual items concerned with the history of your local area, town, or city should be the focal point of your mini-museum.

1. Clothing
2. China
3. Coins
4. Kitchen equipment
5. Farm tools
6. Industrial tools
7. Newspaper articles
8. Photographs
9. Toys

C. Sources of items

1. Grandparents
2. Parents
3. Local citizens
4. Historical Society
5. Library
6. Newspaper offices
7. Courthouses
8. Interviews with community residents

D. Cataloging

1. Accession forms

- a. Institutions' legal title to its collections - make certain the donor understands the gift agreement terms of your organization.
- b. Triplicate forms
 - 1. Donor file - original copy
 - 2. Date file
 - 3. Donor's copy
- c. Description and history of item
 - 1. Name of item
 - 2. Purpose
 - 3. Date of manufacture
 - 4. Name(s) of owner (s)
 - 5. Value (if necessary)
- d. Accession number

Example - 75.2.4
 Year given - 1975
 Number of the item received that given year
 Number of an item within a group of objects given by the same person

2. Loan forms

- a. Lender's copy - original
 - b. 1st copy - current loan file
 - c. 2nd copy - returned loan file
- Make certain lender receives his item(s) back in good condition immediately after they have been removed from the display area.

3. Registration forms

- All pertinent information related to the identification and source of the artifact
- a. Accession number
 - b. Source of item
 - c. Artist/maker
 - d. Value
 - (1) Donor
 - (2) Insurance (if applicable)
 - e. Marks
 - (1) Date
 - (2) Signature
 - (3) Damage

- f. Maintenance
 - g. Date of registration
 - h. Signature of registrar
 - 4. Cards
 - a. Subject
 - b. Donor
 - c. Lender
 - d. Location
- E. Display
 - 1. Group items by historical periods or a particular theme
 - 2. Label items clearly and completely
 - 3. Items should be clean and in good condition
 - 4. Items should be easy to see
 - 5. Handle objects with care - valuable and/or perishable items should be placed under glass or out of reach of an audience
- F. Thank donors and lenders
- G. Publicize the exhibit

DISCOVER WITH MODEL BUILDING

Model building utilizes a wide variety of materials and skills, yet requires very little equipment. As a matter of fact, items from the "junk box" can be treasures to the model builder, providing sensational work materials.

There are educational benefits in model building. The student interested in model building must research his project, must be observant to small details and must constantly be using his imagination.

Practically speaking, the knowledge of model building can be a valuable asset to the future museum curator or designer, the actor or director, architect or carpenter.

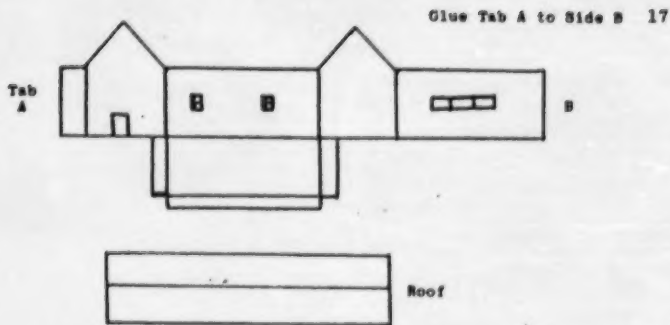
SUBJECT MATTER - A photograph of Main Street in 1905 from an old newspaper in grandma's attic or the old '38 Buick Special sitting in your neighbor's garage would make ideal subject matter for your model. If you are studying the Pioneers, a model of a covered wagon or a relief map of the Oregon Trail could be constructed. Fort Gibson or Fort Coffee could be constructed studying Oklahoma history; a model teepee or Indian camp might be made while studying the Plains Indians. The subject matter for your project is limitless.

BEGINNING YOUR PROJECT - Before beginning your project, it would be wise to understand the following terminology: **MODEL, REPLICA, FACSIMILE and REPRODUCTION.**

Decide exactly what you want to make. Will it be a scale model of one item, such as a car or cabin or will your project consist of several items? Also, decide how your model will be exhibited. Will it sit on a table or desk, like the model of Sequoyah's landscaping and trees be made? Will the doors and windows open and close or will they simply be drawn on the side of the model? These details should be determined before the project is actually constructed.

MATERIALS - The most expensive materials and tools do not necessarily make the best models. The fun part of model making involves trying to find everyday items which can be effectively used to simulate the details of your subject matter. Decide on your materials accordingly. A relatively simple model of a log cabin or frame house can be easily made from heavy paper or cardboard.

pattern might look like this:



Shingles or clapboards may be drawn on with ink or crayon, or small sticks such as popsickle sticks might be glued on the sides.

Cabins might also be constructed from corrugated cardboard, leaving the corrugations on the outside, and resembling a log cabin. An extremely ambitious person or class might want to make trees, fences, landscapes and other physical details a part of the project. When possible, use your imagination and utilize waste materials from your own home to simulate these details. Some suggestions for using everyday "throw aways" are listed below:

MATERIAL

Sawdust

Caps & Lids

Electrical Wire

Newspaper

USE

Dyed several different colors - green, yellow, brown to use as ground cover or "tree" cover

Toothpaste caps can be used for headlights on cars. Mayonnaise lids make a good base for a fountain or lake

Strip rubber coating from inside wire, separate wire strands to resemble branches of trees, coat with Elmer's glue and dip in sawdust

Tear in strips, cover wire sculptures, adhere with paste (paper-mache) "pulp clay". Tear newspaper in enough small pieces to fill a pail, cover with water overnight

MATERIAL

Newspaper (con't)

Lint from electric dryer
(available in great
quantities from
commercial laundries)

Ivory Flakes

Metal film containers

Spools & buttons

Popsickle sticks

Milk Cartons

Screening

Cereal & other
cardboard boxes

Oatmeal boxes

Ground-up egg shells

USEKnead soaked mass, squeeze out
excess water by straining pulp
through sieve or stocking. Add
enough paste to hold mixture
together and model as you would
clay

Stuffing for dolls, furniture

Snow

"Pots" for trees

Wheels

Shingles, clapboard

"Pre-fab" houses

Base for relief map or
landscape

Source of cardboard

Silos

Ground covering

The next time you go to a museum, look at the exhibits and ask yourself if all the materials in the exhibit are real.

Chances are many of the details are made from materials only resembling the "real thing". Try and figure out what the exhibit is actually made from.

PHYSICAL CHARACTERISTICS

SIZE:

You may be lucky and have access to the exact measurements of your subject. Decide how large you would like your model to be. You may want to make a scale model of your subject, that is, a model of your subject, keeping the same proportions as your subject matter.

To do this, decide upon an appropriate scale to use. For example, 1 inch may be equivalent to 1 foot of the actual subject or $\frac{1}{4}$ " can represent 1 foot, etc.

If your subject matter is taken from an old photograph, and you do not have access to the exact measurements, find a point of reference for comparison and estimate the measurements. For instance, if a building in a 1905 photograph is the subject for your model and if a man is standing in front of the building one can estimate the height of the man to be (5'9") tall as the height of the average man in 1905 was 5'9". The building appears to be 3 times taller than the man, then we can guess that the building might have been 3 times 5'9", or about 17 feet tall.

Do the same for sizing windows and doors.

Take note of the number of windows, doors and how they are styled. If only one side of the building is visible as in the picture, perhaps some further research can be done. If the actual information is not available, find out the details of other similar structures in the same time period and construct your model as it might have been.

GENEALOGY
SUGGESTIONS FOR BEGINNERS

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1. BEGIN with YOURSELF AFTER you have READ at least one good book on BASIC GENEALOGY and LEARN about the HISTORY and GEOGRAPHY of the UNITED STATES and the AREA in which you are INTERESTED. YOU MUST LAY SOME GROUNDWORK.
2. VERIFY information with records when at all possible.
3. Use INK or TYPE proved information on sheets. Use PENCIL for unproved information.
4. Fill out FAMILY SHEET for YOURSELF complete and correct as possible. Then, fill out FAMILY SHEETS for each generation as you progress back.
5. PROVE each generation going backward from yourself. Fill out PEDIGREE CHART. SHOW pedigree chart when asking for assistance.
6. DO NOT JUMP TO CONCLUSIONS: BEFORE YOU MAKE A JUDGEMENT GATHER ALL EVIDENCE.
7. Your HOME SOURCES can be a GOLD MINE:
Birth certificates, baptismal records, newspaper clippings, deeds, abstract of titles, wills, tax records, letters, pictures, receipts, passports, Bible records and school records are just a few examples. Suggest you make PHOTOCOPIES of all ORIGINALS and keep the originals in a safe place.
8. CONTACT RELATIVES young and old. Tape visits, if possible, and always label and date tapes. Write and ask a few specific questions. Send an extra sheet with the questions and SPACE for answers. ALWAYS enclose a SELF-ADDRESSED STAMPED ENVELOPE. ALWAYS write THANK YOU letters. NO ONE HAS TO HELP YOU!
9. CAREFULLY RECORD the family stories, but use them only as clues unless proof is given.
10. Attend FAMILY REUNIONS when at all possible. Write state, county or town and ask if family name is having a reunion. Check genealogical periodicals.
11. Contact POSTMASTER of the town where relatives lived.
12. Contact persons of SIMILAR SURNAMES in your town and other towns. Use city and telephone directories. Ask telephone company for desired directory.

13. Contact FAMILY GENEALOGISTS working on the same surname you are tracing. Use GENEALOGICAL HELPER, Everton Publishers, Logan, Utah, and other genealogical periodicals.
14. CHURCH RECORDS include birth records, baptismal records and death records. Also contact The Genealogical Society of the Church of Jesus Christ of Latter Day Saints Library, Salt Lake City, Utah.
15. SCHOOL RECORDS AND SCHOOL CENSUS sometimes help and must not be overlooked.
16. CITY RECORDS are not to be overlooked either. Some records available are cemetery records and tax lists.
17. COUNTY RECORDS ARE A MUST. Marriage records, probate records (wills, inventories, guardianship, etc.), land records (grantor and grantee deeds, etc.) and tax lists are only a few of the records available.
18. STATE RECORDS should be used more. Some of the records available are census, land and military. Vital statistics at the state Department of Health.
19. FEDERAL RECORDS we could not do without, so USE THEM. Census records (every ten years from 1890-1880) are a must. 1880 SOUNDDEX is an index to 1880 census, if there was a child ten or under at the household. Other important records are the land and military.
20. NEWSPAPERS can give many answers. Often obituary notices and other announcements can be found. Old newspapers are often housed in historical societies.
21. FAMILY HISTORIES are full of good clues. Send for genealogical catalogs and check the libraries.
22. Keep a SEARCH RECORD. Record each and every book, census, etc. Check and state findings. Remember to jot down the name of the library.
23. Contact FUNERAL DIRECTORS for death information and a bare possibility of birth records.
24. Visit CEMETERIES. Be prepared to clean unreadable tombstones. Take pictures but be sure to write down the information, too.
25. Locate old LODGE RECORDS. Sometimes published records are found in libraries.

26. LEGAL RECORDS may be photostated, photocopied or certified copies made.
27. Use PICTURES when possible. Have COPIES MADE of the originals. Identify all pictures. Use gummed corners to mount, or slit holes in mounting paper and insert. DO NOT PASTE.
28. Learn all about your LIBRARIES:
Oklahoma Historical Society Library, Historical Building, Oklahoma City; DAR State Library at 19th and N. Lincoln, Oklahoma City have all available federal census; Oklahoma City-County Library at 3rd and Robinson, Oklahoma City; Genealogical Society of the Church of Latter Day Saints Branch Library at 63rd and Grove, Oklahoma City
29. OTHER LIBRARIES CAN BE USEFUL:
State Libraries in many states.
Historical Society Libraries in most states.
University Libraries (University of Oklahoma at Norman has the Draper Papers; Oklahoma state University at Stillwater has a complete set of the Pennsylvania Archives).
30. VISIT and USE the libraries, and do not write for information unless absolutely necessary for the search. Always enclose a self-addressed stamped envelope.

SUGGESTED GENEALOGICAL BOOKS FOR BEGINNERS

Everton, Sr., George E., ed. The Handy Book for Genealogists, 5th ed. rev., Logan, Utah: Everton Publishers, Inc. 1967. 335 pp

Kirkham, E. Kay, Simplified Genealogy for Americans, Salt Lake City, Utah: Deseret Book Co., 1968. 172 pp

Williams, Ethel W. Know Your Ancestors: A Guide to Genealogical Research, Rutland, Vt.: Chas. E. Tuttle, 1960. 313 pp

Wright, Norman E., Building an American Pedigree, Provo, Utah: Brigham Young University, 1974.

CONSULT LOCAL LIBRARIANS FOR BOOKS AND MATERIALS.

NAME _____

(street or P.O. address)

(city, state, zip code)

2

Born
Where
When Married
Died
Where

1

Born
Where
When Married
Died
Where

Name of Spouse

3

Born
Where
Died
Where

26

Born
Where
When Married
Died
Where

5

Born
Where
When Married
Died
Where

6

Born
Where
When Married
Died
Where

7

Born
Where
When Married
Died
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BORN

When Married
Died
Where

9

Born
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When Married
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10

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Where
When Married
Died
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11

Born
Where
When Married
Died
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12

Born
Where
When Married
Died
Where

13

Born
Where
When Married
Died
Where

14

Born
Where
When Married
Died

WHERE

One way to preserve and understand our past is through a survey of our historical resources. We have to know what we have before we can take steps to save it. A survey or inventory will give us a list of historical sites or buildings that need our attention lest they disappear.

The following information will describe what a historical survey is and how to go about it. A group or an individual could do a complete survey or any part of it as a project. For example, a project might consist of a photo essay, a historical analysis, or an actual inventory of a neighborhood or town. A single building or site could be used tracing its ownership or development over time.

A survey consists of two parts - historical analysis and the inventory - either of which can be a group project. The historical analysis is a concise analysis of the forces that have shaped the community. It would be difficult to select sites intelligently and to determine their significance without some understanding of basic historical themes. This part of the survey should consist of a brief account of the general development of the area, including the underlying themes that combine to give each area its own individual character. The information for this part of the survey can be gathered through historical research.

The following list of historical themes is helpful in preparing the historical analysis. Other themes unique to the development of the region or community should also be taken into consideration.

1. Geological formations, geographical feature, the natural environment
2. Prehistoric life
3. Historic Indian tribes and their culture
4. The arrival of people from abroad, including explorers, missionaries, traders, early settlers, later immigrants
5. The reasons and incentives for settlement, such as land grants, mill sites, early settlers, later immigrants
6. The patterns of transportation development including rivers, canals, railroads, roads and street patterns, and rapid transit systems
7. Military and political history including the impact of the civil war and later foreign wars
8. Economic factors such as water power, technological inventions, turnpike, canal or railroad construction, war industries, mineral resources, recreation, periods of boom and depression

9. Social and cultural trends such as religious sects, reform movements, education, art, architecture, music and literature.
10. Individuals or groups that played a part in shaping the character of the community, including farmers, industrialists, merchants, bankers, religious figures, judges, architects, and statesmen.

The type of historical material necessary to conduct a local survey can usually be obtained quite readily from a few key sources. Published secondary sources such as county and city histories can provide basic information on the general history, and often on the area's more important individual structures as well as biographical material on leading citizens, including architects and builders. Newspaper obituaries are another rich source of biographical data. Many churches, schools, businesses, and other institutions have published historical accounts which mention when their buildings were erected and remodeled. If the date of the beginning of construction, cornerstone laying, dedication, or opening of a large structure is known, contemporary newspaper accounts may provide detailed information on the buildings. Another ready source of information is old wall maps and atlases which, when arranged chronologically, indicate the physical development of an area. Old maps may also reveal former street names and numbers, ownership of property, and the configuration of individual buildings. Old views and photographs should also be investigated. These materials as well as published accounts are found in the collections of libraries, historical societies, and private individuals, as well as in local government and business offices. Material can also be collected from primary sources. Title searches of individual buildings are invaluable sources of information, along with old tax lists, census records, wills and court records.

The second section of the survey, the Inventory, consists of information compiled on specific places relating to the general themes described in the Historical Analysis. To help insure that all aspects of past development and all groups that participated are considered, the following types of structures and complexes should be kept in mind:

Agricultural including barns, farmhouses, sheds, minor out-buildings, fences

Commercial including stores, office buildings, banks, restaurants, taverns, markets, warehouses, hotels, spas, utility company buildings

Educational including schools, academies, colleges, universities, museums, libraries, theaters, concert halls, zoos

Governmental including courthouses, city halls, town halls, civic centers, jails, post offices, customs houses, firehouses, police stations, water systems

Industrial including mills, factories, foundries, furnaces, breweries, tanneries, rope-walks, mines, quarries, kilns, windmills, watermills

Landscape architecture including commons, squares, parks, gardens, greens, cemeteries, gazebos, monuments, pavilions, fences, fountains, paving and street furniture such as benches and street lights.

Medical including arsenals, armories, forts, barracks, campsites, reservations, battlegrounds

Recreational including race tracks, amphitheaters, swimming pools, gymnasiums, bandstands, stadiums, playing fields, courts and parks

Religious including churches, chapels, synagogues, meeting houses, seminaries, convents, burial vaults, mausoleums

Scientific and technological including laboratories, test sites, agricultural experiment stations

Social including lodges, clubhouses, fraternity houses

Transportation including paths, trails, railroads, canals, ferries, bridges, aqueducts, viaducts, airports, toll houses, boat houses, stations of various types, docks, piers, terminals, lighthouses, subways, tunnels, stables, carriage houses, garages, car barns, shops

Quality photographs provide another key to a successful survey. Aside from their value for simple identification they are an important public relations tool for preservation. The quantity of photographs necessary for a minimum record will be proportionate to the complexity and importance of the specific subject. Usually one view will suffice for a single building, while a district will require street-scapes as well as individual structures.

BUILDING-STRUCTURE INVENTORY FORM

Oklahoma Historic Preservation Office
 Historical Society Building
 Oklahoma City, Oklahoma 73105
 (405) 521-2491

YOUR NAME _____ DATE _____

YOUR ADDRESS _____ TELEPHONE _____

ORGANIZATION _____
 (if any)

IDENTIFICATION

1. Building Name (s) _____
2. County _____ Town/City _____
3. Street Location _____
4. Ownership: a. public _____ b. private _____
5. Present Owner _____ Address _____
6. Use: original _____ present _____
7. Accessibility to Public: _____
 Exterior visible from public road: yes _____ no _____
 Interior accessible: explain _____

DESCRIPTION

8. Building Material: a. clapboard _____ b. stone _____ c. brick _____
 d. board & batten _____ e. sandstone _____ f. shingles _____
 g. stucco _____ h. other _____
9. Structural System (if known):
 a. wood frame with interlocking joints _____
 b. wood frame with light members _____
 c. masonry load bearing walls _____
 d. metal (explain) _____
 e. other _____
10. Condition: a. excellent _____ b. good _____ c. fair _____
 d. deteriorated _____
11. Integrity: a. original site _____ b. moved if so, when _____
 c. list major alterations and dates (if known) _____

12. Photo _____
13. Map _____

INSTRUCTIONS: BUILDING-STRUCTURE INVENTORY FORM

1. Building name: Place first the name by which the building is commonly known today. If the building has more than one name, or was known by another name in the past, include this name after its common name.
3. Street location: Give a number and the name of the street or road on which the building is located. If the road has a number rather than a name, indicate whether it is a state or county route. If the building is not located directly on a street give the names of the nearest roads or natural features.
6. Use: Also indicate multiple uses or vacancy.
7. Accessibility to Public: Explain what parts of the interior are accessible.
8. Building Material: Indicate one or more of the appropriate exterior wall coverings.
 - a. clapboard: overlapping boards placed horizontally
 - b. stone: fieldstone, sandstone, limestone, marble, granite
 - c. brick: indicate bonding if known
 - d. board & batten: vertical boards with additional vertical strips over the joints
 - e. cobblestone: naturally-rounded stones regularly arranged in mortar
 - f. stucco: plaster or cement covering
9. Structural System: If it can be determined from the following information:
 - a. Wood frame with interlocking joints: Post-and-beam construction of heavy timbers often hand hewn. Members were fastened together with mortise and tenon joints held together with wooden pegs.
 - b. Wood frame with light members: Standard dimension lumber from sawmills fastened together with machine-made nails
 - c. Masonry load-bearing walls. Either stone or brick walls laid up dry or with mortar or poured concrete. The walls carry loads transferred by floor and roof framing.

1. Iron frame: A post-and-beam system in which cast and/or rolled iron members are bolted together to form a skeleton. Exterior skin is a curtain wall consisting of self-supporting masonry.
2. Cast iron building or front: One or more exterior walls of cast iron columns and spandrels. Such buildings may or may not have an interior metal skeleton.
3. Steel frame with curtain walls: Steel fastened by rivets or bolts. Exterior walls of masonry or glass.

e. Other

10. Condition: Based on an analysis of the exterior. (If you make your judgment on the basis of the interior as well, so indicate.) The terms are defined as follows:

Excellent: No apparent need for routine maintenance work or repairs.

Good: No apparent need for major repairs, but in need of routine maintenance work such as painting.

Fair: In need of repairs other than maintenance work.

Deteriorated: In need of major repairs.

12. Photos: A clear overall view of the building or structure which illustrates its characteristic qualities is essential. A polaroid picture is not satisfactory for archival purposes. Prints may measure up to 3½" x 5"
13. Map: Attach or sketch a map, as detailed as possible, which will pinpoint the exact location of the building. Indicate all road names, neighboring towns and relevant natural landmarks. Indicate north with an arrow. Give scale if possible. In some cases a second, larger scale plot map with an outline of the buildings and related outbuildings will be helpful.
17. Interrelationship of buildings and surroundings: What does the building contribute to its surroundings? Do the surroundings enhance or detract from the building?

18. Other notable features of building and site: Mention here characteristic interior features such as wall finishes, mantelpieces, stairways and other woodwork; important mechanical systems such as heating, lighting; plumbing or elevators; and significant collections of furniture, tools and machinery.
19. Date, Architect, Builder: Mention also the contractor or any craftsmen, if known.
20. Historical and architectural importance: Try to answer the following questions:
 - a. How does the building or structure relate to the general development of the area?
 - b. Is it an important architectural example of the period? If so, explain.
 - c. Is the structure associated with the lives of an important person or groups, with social or political movement, or with an historical event?
 - d. Is the building significant for engineering or structural features?
 - e. Of what significance is its setting such as landscaping or its relationship to the street or to other buildings?
21. Sources: Give a list of books, magazines, maps, documents or photographs which contain information about the building using the following form: author, title, place of publication, publisher, date of publication. For example: Reynolds, John. Windmills and Watermills. New York: Praeger Publishers, 1970. Mention repository for unpublished material or hard-to-find publications, old photographs or views.

PRESERVATION PROJECT

Step 1. Planning Session

The group should decide what project they want to do and what their resources will allow them to do. Each of the suggested projects might be mentioned and what each would entail. Reasons one project was selected and the others not should be discussed. Goals for the project should be formulated. This should include some kind of public display for the project.

Step 2. Topic-Photo Essay

After deciding on this topic the group should develop at least a tentative theme that will give the pictures some meaning. Then the limits placed on the project need to be discussed. Will the whole city be covered or just a neighborhood or something in between? Also, important is who will take the pictures (hopefully someone with photography experience); and who will pay for the film and the developing.

Step 3. Reconnaissance

The area to be used should be investigated by the group to see exactly what is there and what structures or buildings would fit into the chosen theme.

Step 4. Photography

After these decisions have been made, the actual photographing should be done and the pictures developed.

Step 5. Finished product

The photos assembled and accompanied by a narrative.

Step 6. The finished project should be exhibited for the public.

Step 1. Planning Session
Same as before.

Step 2. Topic-Historical Analysis

This topic is an analysis of the forces that have shaped the development of a community or a neighborhood. The first step for the group is to decide on exactly the area to be covered and the time span. The group then has to decide what historical themes or forces are relevant to their project area. Though many of these themes are listed elsewhere, it is important that the group try to develop these ideas on their own. Questions that might provoke some discussion of these themes are:

Has the environment affected the development of the area?

When was the area influenced by European culture and who were the immigrants; why did they come, and how did they get here?

Has non-European culture had an effect on development? What means were developed to move from place to place?

Have military events affected the development of the community?

What economic factors such as local industry have affected the local area?

Have there been any important cultural centers in the area?

What individuals or groups have been or are now dominant in the area?

Step 3. Research Plan

After the themes have been identified, it should be fairly easy for the group to select the topics they wish to do. Before the research begins the group should discuss what sources can be used and where information could be found. How the actual research will be accomplished, i.e., how many hours in the library looking at court records, reading newspapers, etc., should be discussed. Areas of research could be assigned to individuals or small groups.

Step 4. Actual Research

This involves the discovery of information.

Step 5. Rough Draft

After the research has been completed the researchers need to write a draft incorporating their findings. These rough drafts should be combined into a single paper. Every member should have the opportunity to comment or suggest changes. An individual or small group should then be selected to write a final draft.

Step 6. Public Exposure

Step 1. Planning Session

Same as before

Step 2. Topic-Inventory

This project is the most sophisticated of all the projects and includes elements from the previous projects. Some knowledge of the historical themes that affected the development of the community is necessary, and photos of the building selected for the inventory are valuable. After deciding on this project the group needs to decide what area of their community and what theme(s) they wish to cover. For example, if the group is interested in agricultural development of their community the inventory would concentrate on barns, farmhouses, and other buildings related to agriculture.

Step 3. Reconnaissance

After the area and themes have been chosen, the group should identify those buildings or structures which they feel should be on the inventory and seek permission of the owners if necessary.

Step 4. Inventory

This step involves the completion of the inventory forms.

Step 5. Conclusion

After the inventory has been completed, the group should discuss the experience and what conclusions they can draw about the development of their community.

Step 6. Public Exposure

RESEARCH IT!

Consult
Kate L.
Turabian;
A Manual for
Writers of
Term Papers,
Theses and
Dissertations

I. Topic Choice

- A. Interest
- B. Competency
- C. General to specific
 - 1. Major thesis
 - a. Sub points
 - b. Supporting detail
 - 2. Minor points of interest

Note: Teacher or
Librarian should
assist student
with use of outline

II. Survey Field

Annotate gen.
bib. on white
3x5 cards
noting mat'l
covered.
Complete facts
of publication.
(Examples
attached)
Number
consecutively.

- A. See Historian's Handbook,
Wood-Grey
- B. Compile general bibliography of
field
 - 1. Use bibliographies of biblio-
graphies
 - a. Harvard Guide to American
History (2 Vols.)
 - b. Periodical Guides
 - c. Thesis Guides
 - d. Special Topical Guides
 - e. General American History
Text
 - f. Oklahoma History Text
 - g. Libraries
 - (1) School
 - (2) City-County
 - (3) Note vertical file
holdings (for leads)
 - (4) Survey Picture file
(document)
- C. Refine bib. to working bib.
 - 1. Pertinent materials
 - 2. Availability (OTIS for necessary
materials)
 - (a) Write OHS
 - (1) Library
 - (2) Newspaper files
 - (b) Write State Library
 - (1) Oklahoma Collection
 - (2) Archives

Biographies
on pink
4x5 cards

Pink 3x5 cards
with complete
information

- D. Review selected author's credentials
 - 1. Who's Who, etc. for background
 - 2. Read reviews of author's works
 - a. Periodical Guides
 - b. Scholarly Journals
 - c. New York Times
 - 3. Evaluate writer's logic (conclusions)
SEE V,A.2, a, 1, 2 & 3
- E. Survey Museums in area
 - 1. Check exhibits for illustrative purposes
 - 2. Investigate index for pertinent 3-D objects (artifacts)
- III. Rough outline (after general reading completed)
 - A. Statement of Purpose
 - 1. What is to be said
 - 2. Manner of presentation
 - B. Analyze audience
 - 1. Interest
 - 2. Level of Maturity
 - 3. Needs
 - a. Classroom survey
 - b. Review school texts
 - c. Consult teachers
 - d. Review curriculum guides
 - C. Proposed developmental segments
 - 1. Points to be sought along with main thesis
 - 2. Revised as research progresses
- IV. Taking Notes
 - A. Do not document obvious (that which was given repeatedly in general reading)
 - 1. General knowledge
 - 2. Anything known by one vaguely familiar with subject (encyclopedia information)
 - B. Include documentation for:
 - 1. Unusual (not bizarre)
 - 2. Little known
 - 3. Interesting
 - 4. Pertinent information
 - a. Keep thesis in mind
 - b. Don't wander
 - 5. Aesthetic

C. Citation - Documentation

1. In general, paraphrase mat'l.
2. Use " " marks on all quotes
3. Use C ⊃ for notes to yourself
4. Use () when clarifying direct quotes
 - a. Inserting name for pronoun
 - b. Person named previously, etc.

D. Use abbreviations

V. Sources

A. Primary

1. Documents of that period
2. Personal accounts
 - a. Consider author
 - (1) Background (Prejudices)
 - (2) Age when he wrote
 - (3) Position/Proximity
 - b. Letters
 - c. Diaries (more reliable than journals or memoirs)
 - (1) Un-edited?
 - (2) Tampered? (e.g. pp. inserted, removed, different color inks, etc.)
 - d. Trained?
3. Artifacts (See E of II)
4. Oral Interviews

B. Secondary

1. Follow C of II
2. (Study will produce highly selective bib. at this point)

VI. Organize notes

A. Chronological order

1. Group notes according to dates
2. Summarize (make rough sketch)

B. Topical arrangement

1. Group notes by subject
2. Summarize

- C. Present to class and or teachers for reactions, questions, evaluation, etc.

I. GENERAL BIBLIOGRAPHY CARD 3" x 5" - White

WRIGHT, MURIEL H.

A GUIDE to the Indian TRIBES
of OKLAHOMA

Univ. of Okla. Press. Norman, 1951
used Handbook of American Indians
Indians treated Alphabetically by
tribes. Illust. LARGE Index

COMMENTS MAY BE CONTINUED ON BACK

II. Working Bibliography selected from above cards.

III. BIOGRAPHY CARD

4" x 6" - Pink

WRIGHT, MURIEL H.

Grand daughter of ALLEN WRIGHT,
prin. chief of Choctaws 1866-1870. He
named Okla.

Muriel is EDITOR OF CHRONICLES OF
OKLA, Edited 27 Volumes.

AUTHORED Story of Okla, Our Oklahoma
+ A History of OKLAHOMA.

40

ADDITIONAL COMMENTS WILL BE MADE AS READING PROGRESSES

IV. EXHIBITS CARD 3" x 5" - PINK

PLAINS INDIANS CLOTHING
O.H.S. MUSEUM CASES

OSAGE CASE - BACON RINGS
CHEYENNE " - HEAD DRESS
MUSICAL INSTR. - NECKLACES, BEADS
CHEYENNE ARAPAHO- CHILDRENS CLOTHING

O.H.S. STORAGE

SEE INDEX ASST. CURATORS OFFICE

V. NOTE CARDS 5" x 8" - WHITE

WRIGHT, p121 Red-White Contact Plains
Indians -Commanche

About 1815, the tribal bands (commanche)
made their first ACQUAINTANCE with
English speaking traders in the EARLY
western ventures from the states. First of
these traders in Okla was Gen Thomas
James of Ill.

TEACHERS MAY WANT TO FILE CARDS FOR FUTURE USE IN CLASSROOM

I

Aspects of culture are held in common by all peoples, although each culture has evolved its own approach to each aspect. All aspects should be studied in order to understand one coherent whole. Among these are:

- | | |
|---|--|
| <p>A. Special Structure</p> <ol style="list-style-type: none"> 1. Role 2. Status <p>B. Technology</p> <ol style="list-style-type: none"> 1. Argiculture 2. Transportation 3. Architecture 4. Tools <ol style="list-style-type: none"> a. Utensils b. Weapons <p>C. Language</p> <ol style="list-style-type: none"> 1. Spoken 2. Written 3. Sign 4. Significant Symbolization 5. Linguistic Ties <p>D. Art</p> <ol style="list-style-type: none"> 1. Music 2. Painting 3. Decorative Works <ol style="list-style-type: none"> a. Utensils b. Clothing <p>E. Marriage and Kinship</p> | <p>F. Philosophy and Religion</p> <ol style="list-style-type: none"> 1. Value System <ol style="list-style-type: none"> a. Nature of man b. Individual worth c. Spirit concept 2. Law 3. Folkways 4. Mores 5. World View <ol style="list-style-type: none"> a. Proverbs b. Attitude toward change c. Integrative factor 6. Self Image 7. Mythology 8. Rites and Observances <p>G. Education</p> <p>H. Political and Economic Org'n.</p> <ol style="list-style-type: none"> 1. Inter-community <ol style="list-style-type: none"> a. Property Rights b. War and Defense c. Trade d. Labor Division 2. Intra-Community <ol style="list-style-type: none"> a. Property Rights b. War and Defense c. Trade d. Labor Division |
|---|--|

II

1. What forces provide for stability and change in human society?
2. Am I using culture and civilization interchangeably?
3. What is meant by the terms 'primitive' and 'savage'?
4. Am I being objective in the material I gather and present?
5. Am I studying these people on their own terms or mine?
6. Do I recognize the problem of being "own group centered"... cultural relativism?
7. Am I tolerant of the people having a different way of life?
8. Am I equating human nature with my own human behavior?

WRITE IT:

AREA I: GOOD WRITING IS CLEAR

1. DO NOT BE PRETENTIOUS. Express yourself clearly.

Pretentious

Use Kate L.
Turabian: A
Manual for
Writers of
Term Papers,
Theses and
Dissertations

Mary J. Youngquist illustrates pretentious writing carried to an extreme:

"A triumvirate of murine rodents totally devoid of ophthalmic acuity was observed in a state of rapid locomotion in pursuit of an agriculturalist's uxorial adjunct."

or

Better

Three blind mice ran after the farmer's wife.

Follow foot-
note and
documentation
in The
Chronicles of
Oklahoma

Pretentious

As Edith Hamilton, Distinguished scholar of Greek culture once pointed out, Abraham Lincoln at Gettysburg did not say:

"That political supervision of the integrated units, for the integrated units, by the integrated units, shall not become null and void on the superficial area of this planet."

or

Chicago
Manual
of Style

Better

Abraham Lincoln did say:

"That government of the people, by the people, for the people, shall not perish from the earth."

Pretentious

Many American women accept monogamous connubial relationships.

Better

Many American women marry.

2. BE SPECIFIC. Use concrete words, rather than general terms.

Too General

There are thousands of interesting and unusual organizations in this country. Their names demonstrate that they represent a variety of occupations and professions.

Better

There are over 14,500 national organizations in the United States that represent a variety of occupations and professions. These include: the National Council for the Social Studies, American Cricket Growers Association, Popcorn Institute, Red Suspender League, Dracula Society, National Potato Promotion Board, and Flying Dentists Association.

Too General

In the eighteenth century, a symbolic ceremony celebrated the transfer of authority of government from one autocratic ruler to the next. It showed that there was no democracy in the nation, only tyranny.

Better

In 1715 the Duke of Bouillon placed a black feather on his cap and walked out to the balcony of the great palace at Versailles. He looked for a moment at the crowd below, which, according to biographer Nancy Mitford, was "curious but not sad." Then he solemnly announced: "The King is dead!" The Duke then returned to the palace, put on a white feather, and went out to the balcony again. This time he proclaimed: "Long live the King!" With this symbolic switching of a black feather for a white, the long reign of Louis XIV had ended, and the rule of Louis XV had begun. The French people had nothing to say about this transfer of power.

3. AVOID OVERWORKED STATEMENTS.
Express your ideas in fresh
and original ways.

Overworked Statements

- We live in critical times.
- The future is up to us.
- No one can foresee what the future will bring.
- It is time for someone to speak out.
- Science can be used for both good and evil.
- Never in the history of the world has there been such a situation.
- Mankind is at the crossroads.
- The news came like a bolt from the blue.
- There are many burning issues.
- It goes without saying that the nation is in peril.
- The fate of the world is in our hands.

4. DO NOT STEREOTYPE INDIVIDUALS

Stereotyping

The trial jury, which deliberated a third day without reaching a verdict, is a conventional slice of Middle America.

Stereotyping

Men living in the suburbs like to join country clubs, to play golf on Sunday, and to drive sports cars.

Better

George Thompson, who lives in a suburb of New York City, likes to join country clubs, to play golf on Sunday, and to drive sports cars. His next-door neighbor, Robert Shore, shuns country clubs, dislikes golf, and rides the train to work.

AREA II: GOOD WRITING SHOWS RELATIONSHIPS

5. **LINK PARAGRAPHS.** Wherever possible (but not always) connect the end of one paragraph with the beginning of the next.

Example 1

The names of individuals are not always what they seem. Thus, Mother Goose was really a sophisticated Frenchman named Charles Perrault, and not a sweet silver-haired grandmother who lived in a thatched cottage and wrote her stories by candlelight. Similarly, Joseph Stalin's real name was Josif Vissarionovich Dzhugashvili.

link (This change in Stalin's name is particularly important for "Stalin" means "Man of Steel". The significance of this fact....etc.

6. **SET TIME BY PARALLEL EVENTS.** However, remember that this is just one of several ways of setting the time of an event.

Parallel Timing

Starting about 2,000 B.C. - when the Egyptian civilization was already established, and the earliest Greeks were migrating into the Aegean area - so called "Latins" began to move into the Italian peninsula.

In 202 B.C. - about the time that Asoka's Indian empire was crumbling, and Hannibal's Carthaginians were facing defeat by the Romans - a great new dynasty arose in China. This was the Han Dynasty.

7. **LINKING PAST AND PRESENT.** However, do not strain to find links that are not really there.

Link Past and Present

Why should we study about the ancient Greeks? Are we influenced by them? We are, - if our name is George, Anthony, Dennis, Eugene, Gregory, Homer, Myron, Nicholas, Philip, or Theodore. Or, if our name is Agatha, Agnes, Catherine, Corrine, Cynthia, Doris, Rhoda, or Thelma. These names are probably derived from the Greek language.

Many of our twentieth-century ideas of decimals, minus signs, and numerals may be traced back to India. So can our place-value system of numbers, in which we say 1977 is one thousand, nine hundred, seventy-seven because of each number's place in the figure.

Example 2

A few days after the bomb was dropped on Hiroshima, Russia entered the war against Japan and invaded Manchuria. President Truman again demanded that Japan surrender. When the Japanese did not, a second atomic bomb was dropped, this time on the city of Nagasaki.

link (

This second bomb struck Nagasaki on August 9, 1945. Five days later, Japan surrendered. In September, the Japanese representative, Mamoru Shigemitsu, signed...etc....

AREA III: GOOD WRITING IS WELL REMEMBERED

8. USE PRIMARY SOURCE MATERIAL. Primary source materials include the direct impression and expression of people living at the time of an event.

No Primary Source Material

Dr. Martin Luther King was a stimulating speaker. He delivered a speech at the Lincoln Memorial during the Civil Rights March on Washington, D.C., and it moved people greatly.

Primary Source Material

Dr. Martin Luther King was a stimulating speaker. In his speech at the Lincoln Memorial during the Civil Rights March on Washington, D.C., he moved people deeply when he said:

primary - "I have a dream that one day this
source - nation will rise up, live out the
material - true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal'."

No Primary Source Material

In 1775 the Foundling Home had the responsibility of caring for thousands of homeless babies. Anyone who visited it said that conditions there were very bad.

Primary Source Material

primary-
resource
material

In 1775 the Foundling Home had the responsibility of caring for thousands of homeless babies. Conditions there were shocking; and Hester Lynch Thrale, an Englishwoman who visited the Foundling Home, wrote: "I saw whole Rows of swathed Babies pining (away) to perfect Skeletons and expiring in very neat Cribs with each a Bottle hung to its Neck filled with some Milk Mess, which, if they can suck, they may live, and if they cannot they must die."

9. SUPPORT YOUR GENERALIZATIONS WITH EVIDENCE

Unsupported Generalization

Of course, we all know that computers affect everything that we do. No one argues with this obvious fact.

Supported Generalization

Computers affect our lives in many ways. For example, according to Samuel Zagoria, a member of the National Labor Relations Board:

- A computer in Washington, D.C. is analyzing heart conditions of New England patients via long-distance transmissions of cardiograms.
- At Grand Coulee, computers monitor 420 relay and circuit breaker contacts one thousand times every second.
- Travel at sea is safeguarded by a string of computer-operated Coast Guard light-houses that detect fog...and can even change burned-out lamps if necessary.

Reports from Massachusetts Institute of Technology also make clear the importance of computers.

10. READ

Read as much as you have time for, and then make time to read more! Read, not in order to imitate the styles of others, but to increase your sensitivity to words, to ideas, and to the unlimited possibilities of human expression. Above all, read for enjoyment, and in time you may find that your own writing is a source of enjoyment for others.

SAMPLE CONSTITUTION

Suggested Outline for Club Constitution

ARTICLE I. - NAME

The name of this organization is the _____
Chapter, Student Club of the Oklahoma Historical Society.

ARTICLE II. - PURPOSE

The purpose of this organization is to extend the members' knowledge of the community, county, state and nation.

ARTICLE III. - MEMBERSHIP

Membership of this organization shall be composed of any student who wishes to abide by the constitution and who is accepted by the sponsor. (Age or scholarship requirements could be used.)

ARTICLE IV. - OFFICERS

Section 1: The officers of this organization shall be elected - statement should be worded in general terms with specifics left for by-laws.

Section 2: The officers of this organization shall be a president, vice-president, secretary, treasurer and historian (any combination of these and others which you may choose).

ARTICLE V. - MEETINGS

Section 1: There will be at least _____ meetings a year, with the privilege of membership held only by those attending. (By-laws provide the date, time and place).

Section 2: Attendance is compulsory and absence may be excused only by two club officers or the sponsor (what constitutes a valid excuse should be in the by-laws).

ARTICLE VI. - METHODS OF MEETING

Club expenses will be decided at the meeting of the year by a _____ vote (amount and time should be in by-laws).

ARTICLE VII. - AMENDMENTS

The constitution of this organization can be amended by _____.

ARTICLE VIII. - ADOPTION

This constitution will be adopted if two-thirds of the members vote favorably and it is accepted by the sponsor (and principal or other designated official).

CONSTITUTION

STUDENT HISTORY CLUB

JULY 1977

ARTICLE I. - NAME

The name of the organization shall be the Student History Club, student members of the Oklahoma Historical Society.

ARTICLE II. - PURPOSE

The purpose of this organization shall be to encourage student interest in the history of their community, state and nation.

ARTICLE III. - MEMBERSHIP

Any person interested in history shall be eligible for membership.

ARTICLE IV. - MEETINGS

Section 1: There shall be an annual meeting of the membership in the spring.

Section 2: Regional and district meetings shall be encouraged.

ARTICLE V. - OFFICERS

The officers of this organization shall be elected at the annual meeting and they shall serve the following school year.

ARTICLE VI. - COMMITTEES

Section 1: There shall be an Advisory Council.

Section 2: There shall be standing committees.

ARTICLE VII. - AMENDMENTS

Amendments to the constitution may be made at any meeting of the organization by a two-thirds vote of the members present, provided that due notice of such amendment be given prior to the meeting.

ARTICLE VIII. - RATIFICATION

This constitution will be adopted if two-thirds of the members present vote favorably.

STUDENT HISTORY CLUB

JULY 1977

ARTICLE I. - ORGANIZATION PLEDGE

"We, the members of the Heritage Club, will work to promote interest and understanding in the history of our beloved state and our United States. We will labor to apply our education that we may work together for the common good. We will endeavor to remain worthy of our heritage of freedom."

ARTICLE II. - MOTTO

Involved in the PRESENT through knowledge of the PAST to build a FUTURE.

ARTICLE III. - PARLIAMENTARY AUTHORITY

Roberts Rules of Order, Revised, shall be followed in the conduct of business in all cases in which they are not contrary to the constitution or by-laws of the organization.

ARTICLE IV. - DISTRICTS

The districts of the HERITAGE CLUB shall be the same as the districts of the Oklahoma Educational Association.

ARTICLE V. - COMMITTEES

Section 1. Advisory Council members from the several districts and the Education Advisory Committee of the Board of Directors of the Oklahoma Historical Society.

Section 2. Standing committees are: (1) Awards. (2) Publications. (3) Special Projects (4) Educational Field Trips (5) Annual Meeting.

ARTICLE VI. - DUES

Annual dues for chapters and members (payable through the club to the Oklahoma Historical Society) shall be determined by the Society. Policy on chapter and district dues shall be set by individual clubs and districts.

ARTICLE VII. - OFFICERS

There shall be a State President, First Vice-President, Second Vice-President, Third Vice-President, Secretary, Treasurer and Historian.

ARTICLE VIII. - AMENDMENTS

By-laws may be amended by a two-thirds vote of the members present, provided that due notice of such amendment be given prior to the meeting.

HOW TO ORGANIZE A LOCAL CHAPTER

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HERITAGE CLUB

"NUTS AND BOLTS"

Getting organized is important but it should not occupy too much time. Start by holding an informational meeting, and since this is a most important meeting, it should be planned and publicized in advance (announcements on the school bulletin board, over the school PA system and in the school newspaper) so that all students who are interested may attend. The agenda for the meeting should include an explanation of who Heritage members are (student members of the Oklahoma Historical Society), how Heritage Clubs are formed and their purpose, suggested Heritage activities and the requirements and privileges of membership.

The sponsor will undoubtedly preside at this first meeting, - or until a temporary chairman is elected. The election of permanent officers should be held at a later meeting when all members are familiar with the purposes of the club and their fellow members since this should increase the chances of electing capable officers who are well suited to the tasks before them.

With a temporary chairman presiding, the meeting should then proceed to a discussion and an examination of club by-laws, (a copy of the by-laws and a club constitution - as an example only - are enclosed in the Sooner Organization Packet). This could be followed by the appointing of a committee to prepare by-laws for the club, and possibly a nominating committee to compile a list, together with information on their qualifications, of candidates for club office.

By the second, or possibly the third meeting, the temporary chairman can call for the election of officers and consideration of proposed by-laws. The collection of dues should take place at this time and these, together with names of club members and the \$2 charter fee, should be forward to Oklahoma City. A club name should also be selected at an early meeting.

SUGGESTIONS FOR CHAPTER NAMES

BOOMERS	FLYERS	TILLERS
OKIES	WILDCATTERS	HERDSMEN
ROUGHNECKS	SOONERS	FRONTIERSMEN
FARMERS	REBELS	TRAPPERS
RANCHERS	CHIEFS	EXPLORERS
SODDERS	PATRIOTS	PEDAGOGS
SETTLERS	SHORTGRASS	HARVESTERS
WEAVERS	THRESHERS	BUILDERS
PRAIRIE SCHOLARS	COWBOYS	ROVERS
DROVERS	OILERS	PATHFINDERS
TRAIL BLAZERS	89'ERS	ROPERs
INDIANS	WRANGLERS	SOILERS
MINERS	HORSEMEN	SCOUTS
FISHERMEN	BRANDERS	
PIONEERS	LEADERS	

(Select a local hero or heroine or an early-day Indian group or pioneer family name, county name, or a settlement, creek, incident, area - something unique to local heritage and area, and name your chapter for it.)

HERITAGE CLUB

Student Members of the Oklahoma Historical Society

Historical Building
Oklahoma City, Oklahoma 73105

TITLE MEMBERSHIP APPLICATION

The _____ makes application
to become a member of the Heritage Club on _____
(date)

School _____ Phone _____

Address _____

_____ (city) _____ (state) _____ (zip)

Sponsor's Name _____ Phone _____

Address _____

_____ (city) _____ (state) _____ (zip)

Club Officers:

Name _____ Name _____
(president) (secretary)

Address _____ Address _____

Name _____ Name _____
(vice-president) (treasurer)

Time of Meeting _____

Place _____

Number of Members _____

An Oklahoma Heritage Resource/Learning Center is located on the first floor of the Historical Building.

The Center is a multi-level learning area designed to serve the public in general, and schools in particular. There are two major divisions: one for production materials and another for pre-involvement activities.

Materials of repute such as books, pamphlets, movies, slides, tapes, maps, paintings, sculpture and hand-crafts are displayed, with information as to where they may be obtained. A viewing/listening area is provided so teachers may preview the materials.

Demonstration facilities are available to help the visitor become aware of, and able to utilize, the primary sources in the newspaper files, research library, Indian archives, museum collection and historic sites. Individuals or groups have the opportunity to study materials, photograph them, and write reports. A qualified person must establish the purpose of the specific program and make reservations at least two weeks in advance. The study area may be used by approximately 25 students at a time under teacher-sponsor supervision.

CONSULTING SERVICE

A consulting service to schools for the development of Heritage Clubs, student organization of the Historical Society, is available through the OHS Education Office.

Thursdays, during the day, in September and October, are set aside for school visits on Heritage Club activities, student history clubs and projects.

Reservations should be made and confirmed two weeks in advance of the desired date by writing or calling the Education Division of the Oklahoma Historical Society, Historical Building, Oklahoma City, Oklahoma 73105. Telephone (405) 521-2491, extension 30.

VISITS AND PROGRAMS
OKLAHOMA HISTORICAL SOCIETY

1. Make group reservations two weeks in advance. Give information regarding size of group, date and time. Advance scheduling avoids overcrowding and possible delayed access to the Museum. (Fire Marshal regulates Museum capacity at 300 persons.
2. Allow one hour for general tour and one and one-half for special programs. Amount of time may vary somewhat with each group.
3. One adult sponsor must accompany each six students from kindergarten through sixth grade, and one sponsor per ten students from seventh grade and above. (City Ordinance requires sponsors to stay with groups at all times.)
4. Elevator is reserved for incapacitated.
5. Sponsored groups without reservations may tour as space is available.
6. Sponsors are responsible for keeping groups together and orderly. Good behavior is the only admission cost.
7. Research Divisions may be visited by small groups provided arrangements have been made in advance through the Education Office.
8. Pre-visit materials are available. Request materials when making reservations.
9. The Museum is self-explanatory and tells the story of Oklahoma with artifact displays. Exhibits are constantly being developed. Every effort is made to have each exhibit fully self-contained that visitors may have adequate information.

VOLUNTEER STAFF -

The Oklahoma Historical Society is fortunate to have a small staff of dedicated volunteers to assist with special presentations and visiting groups. Services are limited by their volunteer availability, and the Historical Society cannot promise your group a guide. Every effort will be made by our staff to assist you.

PRE-VISIT MATERIALS

I. PUBLICATIONS

1. "Visits & Programs" (free)
2. "Publications" (free)
3. "Introduction & Research" (free)
4. Material listed in "Publications" (for sale)

II. AUDIO VISUAL LOANS - 3/4" VIDEO TAPE CASSETTES

- A. "Introduction to Oklahoma Historical Society" - 26 minutes - history of the Oklahoma Historical Society itself with emphasis on "How to Use Facilities: - for junior and senior high schools
- B. "Mini-Tour of OHS" - 13 minutes - puppets explore the OHS with emphasis on the Museum - for elementary level to sixth grade
- C. "Brief Look at OHS" - 17 minutes - general orientation to the OHS, its functions and operation (also available in super 8 mm).
- D. "Pioneer Oklahoma" - 20 minutes - life on the plains in central and western Oklahoma after land openings - for junior high and high school (also available in 1/2" reel to reel and slide-tape).
- E. "Resource Centers in Oklahoma City" - 20 minutes - programs which are available for public, all levels.

III. TRAVEL PROGRAMS

1. SEQUOYAN TRAVELER - Desk top model of the historic site at Sallisaw with study materials on the Five Civilized Tribes and their teacher, Sequoyah. 15"x22"x23". No loan charge. Borrower pays insurance and return transportation - shipped on request.
2. "Blacks of Oklahoma" - self containing display box 2 1/2'x2 1/2' - separates to form either a 6' or 8' display portraying Blacks from their earliest times in Oklahoma to the recent past. MUST BE PICKED UP AND RETURNED by borrower at OHS building. Cannot be mailed or shipped commercially.

IV. OKLAHOMA HERITAGE LEARNING RESOURCE AREA

Education Office - OHS building - materials related to Oklahoma on display, with information for securing. Seating capacity 25. (Viewing and listening area available).

FILMS AVAILABLE for showing at OHS, on request, deal with:

1. "Plains Indians" - 28 min. color
2. "Pioneer Life" - 25 min. color
3. "Blacks in Oklahoma" - 3 segments -
28 min. each - color
4. "Five Civilized Tribes" - 28 min. color

ALL ARE 16 mm. NO FILMS ARE LOANED OUT.
FOR OKLAHOMA HISTORY FILM RENTALS CONTACT AUDIO
VISUAL DIVISION OF OKLAHOMA STATE UNIVERSITY,
STILLWATER.

VIDEOCASSETTE TAPES available for viewing at
Resource Center (in addition to II and I above)

1. "Oklahoma Pioneers"
2. "Oklahoma City Resource Centers"
3. "Pioneer Music"
4. "Indian Music and Dance"

HERITAGE CLUB

The Education Department was created to promote Oklahoma Heritage studies and to encourage youth to better know, understand and value their inheritance. The Heritage Club is a state-wide organization of student history clubs many of which are sponsored by schools. Affiliation with the Heritage Club can provide the basis around which local clubs revolve.

A charter packet from OHS provides information on how to get going. There is something of interest and fun for everyone. There are dozens of suggested projects, but the challenge is to come up with a new one. Then we hope you will want to share it with other groups throughout the state. Consulting service is available for local history projects. Handbooks available at \$1.25.

OTHER OKLAHOMA HISTORICAL SOCIETY PROGRAMS

YOUTH PROGRAMS

Special programs are provided throughout the school year to local schools by volunteers. Requests for these programs are made through the Education Division of the Historical Society. Program frequency is determined by availability of volunteers.

Topics primarily for elementary level offered:

1. "Plains Indian Life"
2. "Pioneer Days"

Junior high and high school level presentations are being developed, and will include "Oklahoma, Multicultural Experience".

ADULT PROGRAMS

Offered are lecture and discussion groups, the film presentation "Heritage Highlight Series", and a Town Concert series offering programs of the performing arts and artists of the west and southwest. Programs are presented as a free public service, and held in the OHS auditorium as announced.

STUDENT INTERN STUDY PROGRAMS

This program is offered college students by the Education Division of the OHS in cooperation with many state institutions of higher learning.

HERITAGE COMPETITIONS

The Oklahoma Historical Society and the State Fair of Oklahoma co-sponsor Historian Awards in three categories of presentation, with entries exhibited and judged at the fall State Fair of Oklahoma in Oklahoma City.

Categories for judging are:

- Historically Little Known Sites in Oklahoma
- Historically Little Known Events in Oklahoma
- Historically Little Known Persons in Oklahoma

The purpose of the presentation is local history and its importance. Three cash prizes are awarded in the Jr. Historian Category (18 years of age and under), and three in the adult category. Selected subjects for research should have made a significant impact on the area of society immediately involved.

Also co-sponsored with the Oklahoma Genealogical Society is a Genealogy Division. This department includes seven categories of presentation, with awards of three cash prizes. An additional prize is given in the Young Oklahoma Genealogists category by the Oklahoma Heritage Association.

The Oklahoma State Historical Preservation Office, located in the Oklahoma Historical Society Building, offers supportive help in the local area.

For further information refer to State Fair of Oklahoma current catalog, available free of charge from State Fair of Oklahoma 900 N. Land Rush Avenue, Oklahoma City 73107, or from Oklahoma Historical Society, Education Division, Oklahoma Historical Building Oklahoma City 73105.

HERITAGE RESOURCES

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CENTRAL STATE UNIVERSITY: Dr. Donald E. Green, Director of Southwestern Studies, Department of History, Edmond, Ok 73034 (405) 341-2908, Southwestern Studies Program emphasizes Oklahoma history, culture and environment.

OKLAHOMA CHRISTIAN COLLEGE: Dr. Jim Wilson, Chairman of Social Science, Davidson American Heritage Building, Oklahoma City, Ok 73111, (405) 478-7216, Fall, winter, spring and summer trimester classes given.

OKLAHOMA CITY UNIVERSITY: Dr. Lloyd Musselman, Chairman of Department of History, 2501 Blackwelder, Oklahoma City, Ok 73106, (405) 521-5273, Classes each semester and a summer institute for social studies teachers.

OSCAR ROSE JUNIOR COLLEGE: Dr. Tom McMichele, Assistant Chairman of Social Science, 6420 SE 15, Midwest City, Ok 73110, (405) 733-7415, Semester classes, short courses, 8 week sessions, and December to January interim in history.

OKLAHOMA STATE UNIVERSITY: Dr. David Biard, Chairman of Department, of History, 502 Math Science Building, Stillwater, Ok 74047, (405) 624-5678, Classes fall, spring and summer, and 2-day workshop in the spring.

OKLAHOMA UNIVERSITY: Dr. Wm. Savage, Department of History, Dale Hall Tower, Norman, Ok 73019, (405) 325-5024, Lecture courses, short courses, summer sessions and audio visual aids available.

SOUTH OKLAHOMA CITY JUNIOR COLLEGE: Mr. Gaylon Carlile, Institute Manager of Human Affairs, 7777 S. May, Oklahoma City, Ok 73059, (405) 682-7560, Seven entry times a year for courses that vary from four to twelve weeks.

OKLAHOMA HERITAGE ASSOCIATION: 201 NW 14, Oklahoma City, Ok 73103, (405) 235-4458, Speakers Bureau Directory, books, and biographies.

EDUCATION DEPARTMENT: Rita Geiger, Social Studies Specialist, 2500 N. Lincoln, Oklahoma City, Ok 73105, (405) 521-3361, Books, handouts, lesson plan aids, special project materials, and speaker information.

INDIAN AFFAIRS COMMISSION: 4010 N. Lincoln, Oklahoma City, Ok 73105, (405) 521-3828, Brief History on each of the Indian tribes of Oklahoma.

HERITAGE RESOURCES (continued)

TOURISM AND RECREATION: Ann Stiles, 500 Will Rogers Building, Oklahoma City, Ok 73105, (405) 521-3981, Speaker list, reprint slides of Oklahoma, booklets, maps, and Oklahoma Today magazine.

TRANSPORTATION DEPARTMENT: Gary Guidice, Manager of Public Transportation, 200 NE 21, Oklahoma City, Ok 73105, (405) 521-2554, Films for adult and civic groups and 1925 transportation maps.

MATERIALS

1. TEACHING HISTORY WITH COMMUNITY RESOURCES
Clifford L. Lord
Bureau of Publications Teachers Collection
Columbia University, New York, 1967
2. OKLAHOMA: A STUDENT'S GUIDE TO LOCAL HISTORY
A. M. Gibson
Columbia University Press, New York, 1965
3. THE CANADIAN RIVER VALLEY
A. M. Gibson
Columbia University Press, New York, 1971

These guides to effective uses of community resources in studying history give practical help to the teacher or advisor. Included are suggestions with many specific examples for helping students plan and execute significant historical research, search out unusual resources, weigh evidence, make valid generalizations, write and communicate findings to fellow students and the community. Teaching History with Community Resources will help the teacher make the community and state a laboratory for the study of Oklahoma history by presenting a framework of research areas appropriate to any community setting and outlining curricular approaches to the study of history. Also by describing the kinds of resources available and how to find them and providing practical ideas for communication of research findings.

History and social studies teachers, administrators, school librarians, curriculum planners - all who are concerned with deepening the student's understanding of the American experiment and the place of the individual within it - will find Teaching History with Community Resources* helpful.

* Order directly from Columbia University

PUBLICATIONS

BOOKS

A Guide to the Indian Tribes of Oklahoma. Muriel H. Wright. Information on Indian tribes in Oklahoma: Origin of tribal name, linguistic stock, physical characteristics, location, numbers, history, government, contemporary life and culture, ceremonials and public dances - \$8.45 ppd

Oklahoma Places and Names. George H. Shirk. Approximately 3,500 names, listed alphabetically, with the location, mention and origin and notations of changes of names and now non-existent post offices - \$6.45 ppd

INFORMATION SHEETS (Free)

Introduction and Research. B. E. Joseph

Publications

Visits and Programs. B. E. Joseph

LEAFLETS

World's Greatest Horse Races. Elmer L. Fraker. Color folder about the Runs for Oklahoma homes. Map - 10¢

The Chisholm Trail. Elmer L. Fraker. A color folder about cattle trail from Texas to Abilene, Kansas. Map - 15¢

Chickasaw Council House. History of Council House of the Chickasaw Government - 10¢

Chickasaw Chief's House. Describes Oklahoma's oldest standing home - 10¢

Murray Mansion. Descriptive leaflet on early day stone house built by Frank Murray - 10¢

Fort Washita. Describes restoration of fort built for protection of Chickasaws and Choctaws - 10¢

Homesteader's Original Sod House. Leaflet outlining construction details of original sod house - 10¢

Historic Sites of Oklahoma. Color pictures of 12 sites operated by Oklahoma Historical Society plus map locating 18 sites - free

Sequoyah's Log Cabin. Description of Sequoyah's life and his famed Cherokee syllabary (alphabet) - 10¢

Sequoyah. Booklet on life and times of the famous Cherokee - 50¢

Thomas-Foreman Home. Brief account of work of historians Grant and Carolyn Thomas Foreman and description of Muskogee home - 10¢

- Frank Phillips Home. Description of Bartlesville
Greek revival home - 10¢
- Jim Thorpe Home. Biography of famed Oklahoma Indian
athlete and description of his Yale home - 10¢
- Tom Mix Museum. The Myth and the Man - 10¢
- Museum of the Western Prairie. Describes the museum
which depicts the history of southwestern Oklahoma -
10¢
- No Man's Land Historical Museum. Describes Panhandle
Museum - 10¢
- Fort Towson. History of Indian Territory fort - 10¢

MAPS

- Mark of Heritage - Location of 270 markers, sites and
museums owned by Oklahoma Historical Society - 25¢
- Chisholm Trail/Western Trail - Individual maps and
history of each cattle trail - 25¢

TREATISES

- \$1.00 each sold separately.
\$3.85 OKLAHOMA PRIMER (all five bound in one volume)
- Plains Indians. B. E. Joseph, ed. Brief review
of life on the plains prior to 20th century.
- Five Civilized Tribes. B. E. Joseph, ed. Brief
review of removal and initial years in eastern
Oklahoma.
- Oklahoma Blacks. B. E. Joseph, ed. Brief review
of removal with Five Civilized Tribes and
settlement in the Territories.
- Pioneers. B. E. Joseph, ed. Brief review of land
openings and daily life of non-Indian settlers.
- Contemporary Indian Problems. Patricia Ann Deupree.
Problems common among Indian people, Plains and
Five Civilized Tribes, experienced in today's
Oklahoma.

MISCELLANEOUS

- Annual Preservation Program - State plan for acqui-
sition, development and preservation of historic
sites survey. 1973 edition (illustrated) \$1.50;
1975 edition - \$1.50

OKLAHOMA SERIES

- Vol. II - Mark of Heritage: Oklahoma's Historic
Sites. Muriel H. Wright, George H. Shirt and
KENNY A. Franks - \$5.95 ppd

Vol. III - American Exiles: Indian Colonization in Oklahoma. Arrell Morgan Gibson, ed. Paperback. \$6.50 SOLD OUT

Vol. IV. - Frontier Adventures - American Exploration in Oklahoma. Edited by Dr. Joseph A. Stout, Jr., Paperback - \$6.50; Clothback -\$8.95

Vol. V. - Rural Oklahoma. Edited by Dr. Donald E. Green. Paperback - \$7.00; Clothback - \$9.50

Vol. VI. - Geography of Oklahoma. Edited by Dr. John W. Morris. Paperback - \$7.00; Clothback - \$9.50

REPRINTS

Rock Mary and the California Road. Account of the naming of Rock Mary and Simpson's report on California Road in 1849, with a map of the route across Oklahoma - \$1.50

A Tour on the Prairies Along the Washington Irving Trail in Oklahoma. Description of the tour taken by Washington Irving and group in 1832. George H. Shirk. - 60¢

Confederate Indian Forces Outside of Indian Territory. LeRoy H. Fischer and Jerry Gill - \$1.00

Quantrill's Civil War Operation in Indian Territory. LeRoy H. Fischer and L. C. Rampp - \$1.00

The Honey Springs National Battlefield Park Movement. LeRoy H. Fischer - \$1.00